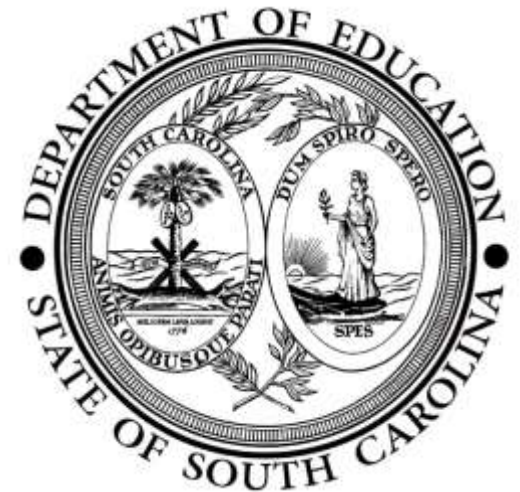


# Grade 1

## Opinion Writing – Favorite Books

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Grade 1: Opinion Writing: Favorite Books**

Unit Rationale: This unit focuses on writing opinion pieces. Its purpose is to assess students' abilities to write an opinion piece that introduces a topic, states an opinion, and gives reasons for the opinion. The teacher will offer guidance and support as they plan, revise, and edit by drawing, dictating, and writing.

Opinion writing is a prerequisite skill for argument writing. Reading (informational text), inquiry and communication standards are naturally interwoven as teachers will model stating a topic and expressing an opinion about it. Students will work together as a class to form opinions, strengthen their ideas, and discuss differences of opinion as they work through the writing process.

The work the students do with their peers, under the guidance of the teacher, can serve as the model for work they will then be able to do independently.

Through collaboration, analysis of literary texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: two to three weeks.

### **Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

#### **Targeted Standards/Indicators**

##### **Writing**

**1.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

1.W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

1.W.1.2 Plan, revise and edit building on personal ideas and the ideas of others to strengthen writing.

#### **Embedded Standards/Indicators**

##### **Inquiry-Based Literacy**

**1.I.1 Formulate relevant, self-generated questions based interests and/or needs that can be investigated.**

1.I.1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.

**1.I.2 Transact with texts to formulate questions, proposed explanations, and consider alternative views and multiple perspectives.**

- 1.I.2.1 Engage in daily exploration of texts to make connections to personal experiences, other texts, or the environment.

### **Reading: Literary Text**

- 1.RL.1 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
1. RL.5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
- 1.RL.13 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**
- 1.RL.13.1 Read independently for sustained periods of time to build stamina.  
Engage in whole and small group reading with purpose and understanding.
- 1.RL.13.2 Read independently for sustained periods of time to build stamina.
- 1.RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### **Reading : Informational Text**

- 1.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**
- 1.RI.5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
- 1.RI.5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
- 1.RI.12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**
- 1.RI. 12.1 Engage in whole and small group reading with purpose and understanding.
- 1.RI.12.2 Read independently for sustained periods of time.
- 1.RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### **Writing**

- 1.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
- 1.W 4.1 Use common, proper, and possessive nouns.
- 1.W 4.2 Use singular and plural nouns with matching verbs in basic sentences.
- 1.W.4.3 Use personal, possessive and indefinite pronouns.

1.W. 4.4	Use verbs to convey a sense of past, present, and future.
1.W. 4.5	Use adjectives and adverbs.
1.W .4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
<b>1.W.5</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
1 W 5.1	Capitalize the first word of a sentence, dates, names, and the pronoun I.
1 W 5.2	Use: <ul style="list-style-type: none"> <li>a. periods, question marks, or exclamation marks at the end of sentences; and</li> <li>b. commas in dates and to separate items in a series.</li> </ul>
1 W 5.3	Use conventional spelling for words with common spelling patterns.
1 W 5.4	Spell unknown words phonetically: spell common irregularly-spelled, grade-appropriate high-frequency words.
1W 5.5	Consult print and multimedia resources to check and correct spellings.
<b>1.W.6</b>	<b>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</b>
1 W 6.1	Write routinely and persevere in writing for a variety of purposes and audiences.
<b>Communication</b>	
<b>1.C.1</b>	<b>Interact with others to explore ideas and concepts, communicate meaning and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</b>
1 C 1.2	Practice the skills of taking turns, listening to others, and speaking clearly.
1 C 1.4	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
1 C 1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
<b>Clarifying Notes and “I Can” Statements</b>	
<b>Clarifying Notes</b> The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to <i>think through</i> the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not	

required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students' ability to write an opinion through process writing while becoming more proficient in reading literary and informational texts. Opinion writing states an opinion on a topic and gives evidence and reasons in support. In kindergarten, students will be expected to use a combination of drawing, dictating, and writing to write an opinion piece.

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching *Elementary Students to be Effective Writers* provides evidence-based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
- 2.a. Teach students the writing process.
- 2.b. Teach students to write for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/writing\\_pg\\_062612.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf)

Encourage students to read like a writer and have collaborative conversations through "Turn and Talk."

Teaching Tips:

- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk" about, asking the following:
  - Where do you think this author got his/her ideas for this book?
  - Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
  - Did you hear any words that you want to remember and use in your writing?
  - Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
  - How did the author make the sentences flow?
  - Does this writing have voice? (Routman, 2002)

#### Reminders:

- Students should begin using the words “story” and “text” interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed.

#### ***The Fundamentals of Writing (K-12)***

*The Fundamentals of Writing* provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author’s craft techniques into their work. *Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find the *Fundamentals of Writing* in the *South Carolina College-and- Career Ready Standards* for English Language Arts.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

#### **Shared Writing**

Shared writing provides the teacher the opportunity to model the writing process with input from the students. The teacher leads the students through the planning process, adding support as needed. Once a plan has been developed, the teacher will draft, revise, edit and complete the writing, using the students’ ideas. The teacher does the writing and may revise some of the language conventions as she or he writes. During the writing, the teacher may have the students turn and talk to their preassigned writing partner about an idea, which is causing differences of opinion. The group will then come back together to continue the discussion and come to some type of agreement or compromise.

#### **Anchor Charts**

Anchor charts are large charts created by the teacher and the students during a whole class or small group mini-lesson. The chart is posted in a prominent place where it becomes a record of the strategies or procedures learned. As a point of reference, an anchor chart can scaffold students’ thinking, helping students to be less reliant on the teacher. As additional information is learned, the teacher or the students can add it to the chart.

#### **Mentor Text**

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You know By Heart*, Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kinds of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, the teacher should provide multiple mentor texts to offer a variety of learning opportunities. There can be a variety of strategies learned from more than one author and text. For this reason, more than one possible mentor text is listed in this unit. Teachers can save student examples to be used in the future. Teachers may want to collaborate with grade level colleagues to build a collection of writings. (Ray, 2002)

### **“I Can” Statements**

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can state an opinion, give a reason for the opinion and provide a sense of closure on a topic presented through print or multimedia. (1W1.1)
- I can plan, revise, and edit, building on personal ideas of others to strengthen writing. (1W1.2)

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

opinion

topic

author

illustrator

reasons

support reasoning

closure

audience

book review

revise- move a word to make it sound better, substitute words for better words

edit- place correct or better punctuation, spell words correctly

### **Essential Questions**

These are **suggested** essential questions that will help guide student inquiry.

- What is an opinion?
- How is opinion writing different from writing a narrative or informational text?
- What does a good writer do to express ideas and opinions?
- How do writers help the reader understand their opinions?
- How can writers improve their writing?
- What is the difference between editing and revising?

### Prior Knowledge

By the end of kindergarten, students can use a combination of drawing, dictating and writing to state the topic and communicate an opinion. First grade indicators build on previous learning by asking students to write an opinion piece that introduces a topic, states an opinion, and gives reasons for the opinion.

From the Inquiry-Based Literacy Standards in K-2, students have learned to translate their “wonderings” into self-generated questions that lead to group conversations, explorations, and investigations.

The teacher will have to do the following:

- Clarify the meaning of topic and supporting opinion.
- Model planning for a piece of writing that includes a topic and opinion while using the writing process.
- Model the revision and editing processes.

### Subsequent Knowledge

In second grade students:

- cite more than one supporting reason,
- use transition words to connect opinions and reasons,
- write a concluding statement or section instead of just an ending.

In writing workshop, second grade students focus on a topic while they interact with others to improve their ideas.

### Potential Instructional Strategies

**Instructional Strategy:** Topic Lists

**Learning Target:** I can plan, revise, and edit, building on the personal ideas of others to strengthen writing. (1.W.1.2)

**Model (I do):**

- Conduct an interactive read aloud, using a favorite text, and discuss *why* it is a favorite.
- Explain that when writers write about things they like or dislike, they are expressing themselves in *opinion writing*. Review the difference between fact and opinion.
- Discuss the fact that good writers often make *lists* of things they would like to write about before they begin planning.
- Continue the discussion through modeling, creating a topic list of *likes* and *dislikes* (T- chart). Make sure the heading above the T-chart is titled OUR OPINIONS. The teacher will add one or two items, such as book titles and restaurants. This activity will lead to some future lessons and both formative and summative assessments.



**Guided Practice (We do):**

- As a shared writing experience, have the students share the pen to add words to the T- chart.

**Independent Practice (You do):**

- Give each student a T -chart labeled “Likes” and “Dislikes.” Make sure the heading above the T-chart is titled MY OPINIONS.
- Have students create their own opinion writing topic lists.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share items from their topic lists.

**Instructional Strategy:** Reasons for My Opinion**Learning Targets:**

- **I can state an opinion, give a reason for the opinion and provide a sense of closure on a topic presented through print or multimedia. (1W1.1)**
- **I can plan, revise, and edit, building on personal ideas of others to strengthen writing. (1W1.2)**

**Model (I do):**

- The teacher will conduct an interactive read aloud with a mentor text that follows the structure of giving an opinion and reasons. Mentor texts could include a well-written piece of student-produced writing or these suggested texts: *Red is Best* by Kathy Stenson, *I Wanna Iguana* by Karen Kaufman Orloff, *I Wanna New Room* by Karen Kaufman Orloff, *I Wanna Go Home* by Karen Kaufman Orloff, *The Perfect Pet* by Margie Palatini, *Don't Let the Pigeon Drive the Bus!* by Mo Willems, *Don't Let the Pigeon Stay Up Late!* by Mo Willems, *Daddy, Could I Have an Elephant?* By Jake Wolf
- After the read aloud, use a graphic organizer to model how the author expressed his or her opinion through an introduction and through reasons.
- Explain that good writers plan well before they write.

**Guided Practice (We do):**

- Place the statement “The best thing to do on the weekend is....” on a chart. Have several students tell what their favorite weekend activity is and why (two to three reasons) on a chart paper or whiteboard.
- If a student says, “Play with my friends,” the teacher will write the opinion. The teacher will then ask the student to give reasons for their opinion. Responses might include: *exercise, fun*
- Continue with other student examples, and guide students as they state their opinions and give their reasons.

**Independent Practice (You do):**

- Students will independently plan their opinion writing as modeled above. The students use their previously created topic lists to design their plans.

- Those students who have finished drafting can then move on to editing and revising if these skills have previously been taught.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to design their writing.

**Instructional Strategy:** Adding Closure to My Writing

**Learning Targets:**

- **I can state an opinion, give a reason for the opinion and provide a sense of closure on a topic presented through print or multimedia. (1W1.1)**
- **I can plan, revise, and edit, building on personal ideas of others to strengthen writing. (1W1.2)**

**Model (I do):**

- Show students the following copy of a draft of an opinion piece:

*I really love Chick-fil-A.  
It is a great place to go because they have good chicken.  
They also have a playground so kids can have fun.*

- Read the passage to the students, and explain that something is missing at the end. Explain that good writers always re-write or re-visit their opinion statements in a way that closes the writing and reminds the reader of the author's feelings.
- Model how to re-read and provide a sense of closure.

*This is why everyone should go to Chick-fil-A!*

**Guided Practice (We do):**

- As guided practice, show the students several copies of opinion writing.
- With the students, add a closing statement on the end of each piece.

**Independent Practice (You do):**

- The students will write independently and add a closing statement to their draft pieces.
- Those students who have finished drafting can then move on to editing and revising if these skills have previously been taught.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share how they added closure to their writing pieces.

\* An extension of this unit might include showing students sample restaurant reviews.

## **Instructional Strategy: Editing vs. Revising**

### **Learning Targets:**

- **I can state an opinion, give a reason for the opinion and provide a sense of closure on a topic presented through print or multimedia. (1W1.1)**
- **I can plan, revise, and edit, building on personal ideas of others to strengthen writing. (1W1.2)**

### **Model (I do):**

- Begin the lesson by reflecting with students on the use of the Writer's Checklist that they have been using to edit their writing.
- Explain that every writing piece needs to go through revisions to make it sound better.
- Write the words REVISE and EDIT on a T-chart.
- Explain that there are things a writer does to edit and different things a writer does revise.
- Add the sentences *Add sentences or words* and *Remove sentences or words* under REVISE and add *Capitalize beginnings of sentences and special names* and *Use nouns and verbs that sound right* to EDIT.
- Model how to edit and revise a written opinion, using these terms.

### **Guided Practice (We do):**

- Using their own writing, have students edit and revise a piece using the chart.

### **Independent Practice (You do):**

- The students will use their drafts to edit and revise, using the T-chart.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share how they revised and/or edited their writing.

\* Subsequent lessons should follow the same procedure, outlining the remaining components of revising and editing.

## **Potential Assessment Tasks**

### **Culminating Assessment: Write an opinion. K.W.1.1 and K.W.1.2**

The culminating performance task (summative assessment) requires students to engage in the writing process to produce an opinion piece that introduces the topic and states an opinion. Students will be asked to complete an independent writing on their favorite book. Books should be readily available for students to use to assist them in providing details on their favorite books.

### **Summative Assessment:**

**Students will write an on-demand opinion based upon a teacher created prompt. K.W.1.1 and K.W.1.2**

The writing will be assessed using an [Opinion Writing Rubric for Grade 1](#) found in the Appendix.

**Formative Assessments:**

(1W1.1): Writing an Opinion Piece

The independent practice “I do” components of this lesson may serve as formative checks of students’ understanding of the standards. Additional practices may be conducted as necessary.

The teacher’s conferencing records will indicate the need for re-teaching or acceleration with students.

(1W1.2): Editing and Revising

Students can assess their own writing by working in pairs, small groups or individually. A Writer’s Checklist may be kept in a student’s Writer’s Notebook or on a wall in the classroom. A sample rubric for student self-edit can be found at

<http://www.readingrockets.org/content/pdfs/studentchecklist-1.pdf>

**Resources****Gradual Release**

Teaching Channel: Improving Practices with Sarah Brown Wessling

<https://www.teachingchannel.org/videos/improving-teacher-practice>

Gradual Release of Responsibility: I do, We do, You do

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

**Shared Writing**

ReadWriteThink - Shared Writing

<http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>

TeacherVision - Shared Writing <https://www.teachervision.com/reading-and-language-arts/skill-builder/48883.html>

*The Literacy Teacher’s Playbook, Grades K-2*, by Jennifer Serravallo

**Anchor Charts**

Expeditionary Learning - Anchor Charts: Making Thinking Visible

[https://www.engageny.org/sites/default/files/resource/attachments/anchor\\_charts.pdf](https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

Anchor Charts 101: Why and how to Use them, Plus 100s of Ideas

<http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

25 Awesome Anchor Charts for Teaching Writing

<http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing>

## **Websites on Using Mentor Texts**

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

Writing with Mentor Texts

[http://elaccss.ncdpi.wikispaces.net/file/view/ELA\\_Webinar\\_-\\_Writing\\_with\\_Mentor\\_Texts\\_April\\_18\\_2013.pdf](http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf)

## **Using Mentor Texts to Empower Student Authors**

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbettharrison.com/mentortext.html>

## **Mentor Texts for Students**

- *Click Clack Moo* by Doreen Cronin
- *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- *Earrings* by Judith Viorst
- *Can I Have a Stegosaurus, Mom? Can I? Please!?* By Lois G. Grambling
- *Red is Best* by Kathy Stenson
- *I Wanna Iguana* by Karen Kaufman Orloff
- *I Wanna New Room* by Karen Kaufman Orloff
- *I Wanna Go Home* by Karen Kaufman Orloff
- *The Perfect Pet* by Margie Palatini,
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *Daddy, Could I Have an Elephant?* By Jake Wolf

## **Websites for Book Reviews**

[www.spaghetlibookclub.org](http://www.spaghetlibookclub.org)

[www.readerviewkids.com](http://www.readerviewkids.com)

[www.studentsreviewbooks.com](http://www.studentsreviewbooks.com)

## Writing Workshop

- *A Guide to the Common Core Writing Workshop, Primary Grades*, from *Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins
- *Into Writing: The Primary Teacher's Guide to Writing Workshop*, by Megan Sloan
- *Units of Study in Opinion, Information and Narrative Writing, Grade 1* by Lucy Calkins
- *The Writing Thief: Using Mentor Text to Teach the Craft of Writing*, by Ruth Culham

## The Writing Workshop

[http://www.busyteacherscafe.com/literacy/writing\\_workshop.html](http://www.busyteacherscafe.com/literacy/writing_workshop.html)

## In Common: Effective Writing for All Students

[http://achievethecore.org/content/upload/ArgumentOpinion\\_K-12WS.pdf](http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf)

## First Grade Opinion Writing Lesson Plan

<http://journalbuddies.com/lesson-plans-2/first-grade-opinion-writing-lesson-plan/>

## YouTube: 1st Grade Opinion Mini Lesson

<https://www.youtube.com/watch?v=ydkjJ9Vaxss>

## YouTube: K-1 Opinion Writing about a Topic Stages 1 3

<https://www.youtube.com/watch?v=MdKtoXk9zLo>

## Reading & Writing Project Student Example

<http://readingandwritingproject.org/resources/student-work/student-writing#kindergarten>

**GRADE 1**  
**OPINION/ARGUMENT WRITING RUBRIC**

<b>SCORE</b>	<b>4</b> <b>Exceeds</b>	<b>3</b> <b>Meets</b>	<b>2</b> <b>Develops</b>	<b>1</b> <b>Begins</b>
<b>Focus/Opinion</b>	<ul style="list-style-type: none"> <li>• Responds skillfully with all statements related to the prompt</li> <li>• States an opinion that demonstrates an insightful understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with all statements related to the prompt</li> <li>• States an opinion that demonstrates an understanding of the topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with most statements related to the prompt</li> <li>• States an opinion that demonstrates limited understanding of the topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with little or no statements related to the prompt</li> <li>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Introduces the topic and states a strong opinion</li> <li>• Supplies multiple reasons to support the opinion</li> <li>• Provides a concluding statement</li> <li>• Uses linking word(s) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states a clear opinion</li> <li>• Supplies a reason to support the opinion</li> <li>• Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states an unclear opinion</li> <li>• Supplies a reason that does not support the opinion</li> <li>• Attempts some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Does not introduce the topic and/or opinion is missing</li> <li>• Does not supply a reason</li> <li>• Does not provide a sense of closure</li> </ul>
<b>Support/Evidence</b>	<ul style="list-style-type: none"> <li>• Supports opinion(s) with two or more relevant facts and details</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with a relevant reason</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with minimal and/or irrelevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Does not support opinion</li> </ul>
<b>Language- Conventions of Grammar and Usage</b>	<ul style="list-style-type: none"> <li>• Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>• Produces, expands, and rearranges simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses singular and plural nouns with correctly matching verbs</li> <li>• Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some singular and plural nouns with correctly matching verbs</li> <li>• Produces mostly correct simple and/or compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses few singular and plural nouns with correctly matching verbs</li> <li>• Produces mostly incorrect simple and/or compound sentences</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>• Applies conventional sound/spelling for words with common spelling patterns and irregular sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly</li> <li>• Applies conventional sound/spelling for words with common spelling patterns and frequently occurring irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>• Applies conventional sound/spelling for most consonant and short-vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes incorrectly with many errors</li> <li>• Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>• Applies little to no sound/spelling correspondence of consonants and short vowels</li> </ul>

Adapted from Elk Grove Unified School District in Elk Grove, California

**Grade 1: Opinion Writing**  
**Favorite Books**  
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